DOCUMENT RESUME

ED 127 234 SO 009 335

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TITLE Report of the Elementary School Textbooks Task Force.
INSTITUTION Kalamazoo Public Schools, Mich.
PUB DATE 73
NOTE 42p.; For related documents, see SO 009 336-338
AVAILABLE FROM Instructional Media Department, Kalamazoo Public Schools, 1220 Howard Street, Kalamazoo, Michigan 49008 ($1.25)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Aspiration; Child Role; Elementary Education; Females; Illustrations; Males; Nondiscriminatory Education; Occupations; Parent Role; Role Perception; Self Esteem; *Sex Discrimination; *Sex Role; *Sex Stereotypes; *Textbook Bias; Textbook Content; *Textbook Evaluation; Textbooks; Textbook Standards

ABSTRACT

This report on sex discrimination in the Kalamazoo Public Schools describes the findings from a study of materials used during the 1971-72 school year. Conducted by a task force on elementary school textbooks, the study evaluated 172 texts, 65 supplements, and 24 study-print sets for sex stereotyping and sexism. Sex roles depicted for both children and adults were examined. It was found that materials not only reinforce sexism but also limit girls' aspirations and lower their self-esteem. Boy-centered stories outnumber girl-centered stories by five to one, and illustrations and content material with males outnumber those with females by more than three to one. The adults described in textbooks are as sex-stereotyped as the children. Adult males are portrayed in almost every conceivable occupation while adult females are seen working only at traditional female jobs, and it is assumed that girls will follow the tradition. In general, women are shown to be dependent, incompetent, passive, and lacking ingenuity. Also, real-life situations are distorted or not described. It was concluded that all of the texts reviewed are sexist. Teachers are advised to adopt teaching methods that combat the sexism found in materials. The evaluation forms and findings of the study are provided as appendices. (ND)

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REPORT OF THE ELEMENTARY SCHOOL TEXTBOOKS TASK FORCE

ED127234

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SP009335

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KALAMAZOO PUBLIC SCHOOLS

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Introduction

Why does a small boy say that women are always excitable and nervous? How come Billy says he isn't going to make his bed because that is a job for a girl, that he won't go to any girl party or that he won't wear a snowsuit because they are for girls and "little" boys? Why does Kristen say, with a giggle, that even she can do it and you know how stupid she is? Why are the boys willing to share their thoughts with mankind, but not with girls? What does it mean when Mary suggests that the party be held in the school kitchen because the girls will be less shy there? How do children get the idea that Aunt Bet, twenty years old and unmarried, should be pitied and who is an object of ridicule?

The Task Force on Elementary School Textbooks felt that elementary school textbooks may be an early source for some of these ideas, and surely continue to be a potent reinforcement for such ideas. Having completed a study of the texts, supplements and sets of study prints in all content areas approved for use in the Kalamazoo elementary schools for the 1971-72 school year, the Task Force can state that textbooks consistently separate people into two rigidly defined molds, providing unfair and distorted stereotyped role models for both boys and girls and in addition that the female role models which are offered are often degrading and demeaning to girls and women. Over and over again, whether the texts are used to teach arithmetic or science, social studies or reading, music or handwriting, the only acceptable role offered to females is one of passivity, dependence, incompetence, emotionalism and above all domesticity. In every respect, the textbook female is a one-dimensional human being. We question how such material can in any way help to develop the potential aspirations of girls. On the other hand, we have the textbook male who is creative, resourceful and assertive, industrious, brave and clever. Though he is much more a multi-dimensional human being than are the females, he provides what seems to be an almost impossible to achieve "superboy/superman" role model.

Role models can be extremely helpful in aiding a child's self-development. However, when a society is rapidly changing and the role models maintain rigidity, they cease being helpful and become, instead, constricting and repressive to a child's development. Ruth E. Hartley supports this view in "Sex-role Pressures and the Socialization of the Male Child." She states that among the sources of conflict experienced by young children are the lack of adequate models and the rigidity of role demands. The Task Force feels that the sex role stereotypes that abound in the textbooks evaluated do not reflect the reality of our changing society. By continuing to present them to children at their most vulnerable and malleable stages of development, we are doing a great deal of harm and a tremendous disservice to our children. The Task Force realizes that the schools have not created sex stereotyping and the double standards which exist for boys and girls, but the schools can begin to eliminate the harmful effects of sex stereotyping and sexism by being in the forefront in providing equal opportunities to males and females alike. It is to this end that this report is presented.

METHODS

With the help of a set of general guidelines (Appendix A) the members of the Task Force on Elementary School Textbooks read all the available elementary school textbooks, supplements (including workbooks) and study prints listed by the Kalamazoo Public Schools as approved material for the 1971-72 school year. The readers that reported their findings on Textbook Evaluation Sheets (Appendix B). A total of 172 texts, 65 supplements and 24 sets of study prints were evaluated.

CHILDREN'S SEX ROLES

Among other things, one of the results of sexism is that belief that character is defined exclusively by sex. Such a belief is the basis for many of the stereotypes about females and males culturally imbued in all of us. One example of this is the stereotype which says that women are by "nature" inferior and intended only for wife-mother roles. Long before children learn

to read, they are exposed to these stereotypes through simple patterns most of us take for granted. The choice of "sex-related" toys is another example of stereotyping. (For further reference see: Mary R. Munger, "Sex-differentiation in Preschool Children: Sex-typical Toy Preferences and Knowledge of Peers' Sex-Typical Toy Preferences," DISSERTATION ABSTRACTS INTERNATIONAL, XXXII, 6-B, 3646, December 1971.) Boys often receive erector sets and exhortations to become engineers; girls get dolls and encouragement to play house.

Elementary texts, especially the readers upon which the majority of this study is based, play a special role in the stereotyping process. Since they are presented to children within the context of authority, they bear the stamp of official approval. Through them, children receive a powerfully strong message about what society expects of each sex.

The messages which searingly strike out from the pages of the readers indicate that these readers not only reinforce sexism, but also limit girls' aspirations and lower their self-esteem. The following examples typify the display of this reinforcement:

> *Suddenly Lani looked unhappy. "All I did was forget!" she said. "I forgot to take a book this morning. I forgot to bring my funny clown picture home this afternoon. I forget everything! I wish I could stop forgetting!"1*

Lani's problem is remedied by her grandmother's gift of a homemade pink dress with "remembering" pockets.

Mary is another stereotypic example:

> *"Let's have a party in the school kitchen," said Mary. "The girls are used to it. They'll be less shy there."2*

Girls can't help but get the impression, consciously or unconsciously, that boys are more important, more intelligent, have broader career opportunities, (see Appendices C, D, and E, lists of occupations and activities), and considerably more fun. These impressions are pointed out in many ways. For example, the science texts portray a great lack of positive active participation by females. The girls in the science texts are shown as timid observers while it is the boys who actively execute the experiments and projects. Again we find the female

figures as mothers doing household chores, nurses, and teachers. The male role is one of provider, builder, and protector.

Three readers provide further evidence of stereotyping. Jane tries to get Billy to buy a stuffed rabbit. However, Billy makes it clear that he doesn't like toy animals--he wants something that will "Go!" In the story "Two Smart Boys," the boys are able to save a trapper by whistling with a steam locomotive.[4] A tale relating the experiences of Alvin the inventor includes "...to make his bed. It was a job he didn't like, a job for girls."[5]

Evidence for the above charges comes heavily from DICK AND JANE AS VICTIMS: SEX STEREOTYPING IN CHILDREN'S READERS published in 1972 by Women on Words and Images (WOW), and, most important locally, from the Kalamazoo Public Elementary School Textbooks Task Force's scrutinizations and findings.

One of the most obvious findings was the great discrepancy between the number of females to males presented in both illustrations and content material, with males outnumbering females more than three to one. Whether it be in math, reading, science, handwriting, spelling, social studies, history, health, or any other subject, this same trend in rigidity of presentation reigns.

WOW finds that boy-centered stories outnumber girl-centered ones five to two. The Task Force has discovered that boys earn money two to one over girls in the math texts, and that boys save money five to one over girls. In handwriting, girl's names are seldom mentioned in the writing drills. A typical science text features 31 males. The index of this book includes only one female.[6] In the spelling books there are two-thirds more males than females. From the 2,760 stories in 134 books which WOW read, the following ratios were derived: male biographies to female biographies, six to one; male animal stories to female animal stories, two to one; male folk or fantasy stories to female folk or fantasy stories, four to one.

Although the Task Force has concentrated primarily on the evaluation of the books of publisher Scott, Foresman, and Co., studies have been conducted which investigate many other publishing companies. For example, WOW evaluated 15 companies besides Scott, Foresman and Co. Their quantitative analysis which appears

in Appendix G is clearly of note.

The Task Force points out that boy protagonists virtually monopolize traits like intelligence, creativity, bravery, perseverance, initiative and industry. The theme of one story is that Grandfather and the boys must come to the rescue when Grandma cannout put out a fire. "Project: Genius" is a story which deals with two boys who are inspired to discover if the earth is really round. With the aid of Mr. Scoop's (Science teacher) telescope, they proceed to figure distances, draw diagrams, and in short demonstrate their abilities in this highly complicated process. As it turns out, they think they have really proved that the Earth is flat and present their discoveries to a school assembly. Nevertheless, the boys discover their error and still prove themselves worthy of respect.[9]

Girl characters display these characteristics only rarely, and oftentimes are told that to do so is "unfeminine." One prime example is in the story "Electro Thinker," where one character,"Smart Annabelle," is portrayed as a not so subtle euphemism:

> *Smart Annabelle stopped to ask a few questions. "What in the world are you boys doing with that old sweeper and old fan and old clipper?" she said. "Or is it a secret?"*
>
> *"Oh, no," I said. "It is no secret. We are willing to share our great thoughts with mankind. However, you happen to be a girl."*

The girls in the readers have a big edge when it comes to characteristics such as passivity, dependency, and incompetence. "Once is Enough" portrays Marcy, the main character, bumbling around the kitches trying to concoct a salad:

> *Marcy hesitated, took out a few spoonfuls, and then added the green peas, cooked string beans, and the sliced olives. There, now she would pour the remainder of the gelatin over the top. But the mold was too full, and the gelatin began spilling over the sides. She tried to scoop up the slippery mixture, but soon it was all over everything!*[11]

In the following selection from a beginning reader, it is interesting to note the role of Jane:

> *Jane said, "Look at Pete.*
> *See where the hat is.*
> *See what Pete can do."*
>
> *Jane said, "Look Dick.*
> *See where Pete is.*
> *See what Pete can do."*

Dick said, "See what I can do.
Come and do this, Jane.
You can do it."

Pete said, "Look Jane.
I can do this.
Can you do it?"[12]

The Task Force cannot help but observe that after all this conversation, Jane never does anything. In the same book from which the above quotes were taken, it is clear that at play girls are "mothers" but no boys are "Fathers."[13] In another text, more typical conversation parallels that of the above:

"Oh, Dick!
Help Jane.
Go help Jane!"

"Oh, Dick!
Help Sally.
Dick, help Sally."

Sally: *"Mike! Mike!*
Come here.
Come here, Mike!
Help me!"[14]

Sample situations of girls needing help in another book are when: water overflows in the sink, a dog runs away, a shopping bag develops a hole, a girl loses her hat in the wind, and another girl gets up on a wall but cannot get down. Here we see that the boys say, "Look at me!" while the girls say, "Help! Help! Help! Help!"[15] A picture in the front of this book shows five boys and five girls in line. The five boys are leading the line while the five girls are standing passively in the background. This is repeated over and over throughout the series. The boy speaks in front of the class. The boy is in the spotlight.

In yet another book, we see a young daughter in the family reading passively in the background while her brother, Kees, has a very bright idea:

"Father, there are a few more fruit boxes there. May I make a special platform for Bob and me?"[16]

The "female" characteristics of passivity, incompetence, and dependency are heavily strewn amidst the pages. Two pointed examples come in the form of illustrations. The front cover of one book shows two boys, one running and one riding in a go-cart. They are in the foreground. In the background are two girls

who appear to be in their early teens, although this particular text is intended for use in third grade. Both girls are dressed in skirts and are standing in awkwardly stiff poses and eyeing the boys.[17] In another illustration from still another text, six boys are shown in various relaxed postures. They are dressed in jeans. The one girl in the picture is attired in a lovely pink dress with hair ribbon to match, shiny black shoes and is shown in a ballerina's rest posture.[18]

Opportunities for play and work run a similar gamut to that of personality traits. Readers and other texts leave little doubt about which sex has the better time. Real and fantasy-life adventures take boy characters exploring in China, accompanying Amundsen to the North Pole, catching cattle rustlers, and panning for gold.[19] Female Walter Mittys keep their imaginations riveted on fun with their future families. In a poem by Robert P. Triestram Coffin, we see that:

They hewed oak, carried water,
Their hands were knucklebones,
They piled on loads of syntax
Till the small boys groaned.

They taught the girls such manners
As stiffened them for life,
But made many a fine speller
Good mother and good wife.[20]

Helping mother or playing house are about the only "real life" adventures for girl readers, other than the vicarious thrill that may come from watching boys--a position in which girls often find themselves in the pages of these readers.

Vocational prospects appear to be similarly narrow. Adult role models fit the same stereotypes as the child protagonists, as is demonstrated in another section of this study.

Faulting of the readers ranges widely in the realm of stereotyping. Girls are often seen belittling themselves and other girls. In addition, boys often appear to "prove their masculinity" by directing attacks against girls. WOW's study isolated 67 stories in which one sex demeaned the other and found that 65 of these were situations in which females were the sex demeaned. One story protrays a boy upset by the fact that, in his opinion, there were not enough boys being invited to a party which he was expected to attend. "How about the boys? I'm

not going to any girl party.[21] Girl characters frequently join in the sport of belittling other females or putting themselves down with remarks like: "I'm just a girl but I know enough not to do that," or "It's easy, even I can do it. And you know how stupid I am."[22]

Obviously, children's readers have dominated our sex bias study thus far. However, it is important to remember that the Task Force also finds fault with science, math, music, language and communications (including spelling books and dictionaries), handwriting, health education, and social studies texts. Examples abound. In all the math texts evaluated, the activity reserved almost exclusively for all adult females outside the home is household shopping. Illustrations, as well as lyrics, are significant in the music texts. The illustrations accompanying a song called, "What Sort of People Come to Your Town?" portray only males- astronaut, baker, baseball player, carpenter, cowboy, doctor, musician, and janitor. One language text propagates the practice of rigid role definition as it states in the teacher's edition:

> *...artistic interpretation based on creative imagination. In addition to items given in the text, you might suggest some objects with moving parts for the children to act out. Boys especially might welcome the opportunity to portray a juke-box or a can opener for example.*[23]

Another text uses as examples of possessive nouns, "Ann's hat, boy's bike, girls' recipes,"[24] and uses as examples of verbs, Jack ran after the ball. Marilyn and Jane did the dishes. The pie is good. She bakes very well.[25] The sentence usage in an elementary school dictionary is worthy of attention.

Add — *George soon learned that when you add 4 and 2 and 3, you have 9.*[26]
She added sugar to her tea.

Argue — *Columbus argued that the world was round.*
Her rich clothes argue her to be wealthy.[27]

Study — *Joseph is studying to be a doctor.*
Her constant study is to please her parents.[28]

Steep — *She steeped the tea in boiling water.*
Professor Jones steeps himself in Latin.[29]

This same dictionary includes an illustration for the entry "cradle." It portrays a man (a miner) with a miner's cradle looking for gold. The sentence example for this word is "She cradled the child in her arms."[30]

The following two examples are typical of the stereotypic barrage to be found in school health books:

> *Unfortunately every boy can't be a leader of men, and every girl can't be a belle of the ball.*[31]

> *The first and most basic step toward sex education is a happy home and the good marital adjustment of parents.*[32]

The Task Force has noted that criticisms of history and social studies texts reported by similar groups invariably point out that the contributions of women have been slighted - especially those of women's rights leaders like Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. The same goes for women's collective struggle to gain entrace into all-male colleges and universities, and their ever-continuing battles for equal employment opportunities.[33]

It is important to keep in mind that the object isn't to blame schools and the readers they choose solely for the sex role stereotyping that exists today. The point is that schools contribute to the detrimental conditions surrounding Kalamazoo school children.

The object also is not to force girls into male molds or vice-versa. The point is that role definitions on the basis of sex appear to severely limit the freedom of human beings to choose the roles they want. The following definitions are taken from two elementary dictionaries:

feminine	*2.*	*like a woman; womanly, weak, gentle.*[34]
masculine	*2.*	*like a man; manly, strong, vigorous.*[35]
manly		*as a man should be, strong, frank, brave, noble, independent and honorable.*[36]
womanly	*1.*	*like a woman; 2. as a woman should be*
	3.	*proper or suitable for a woman.*[37]
womanish		*like a woman; suitable for women rather than men; weak.*[38]
manful		*manly, brave.*[39]
manhood	*2.*	*courage; manliness.*[40]
manly	*1.*	*like a man; as a man should be; strong, frank, brave, noble, independent and honorable.*[41] *(women are not similarly defined.)*

All texts have stereotypes of the kind cited here - dictionaries and readers are far from alone.

The Task Force believes that schools should strive to create a more open society in which girls and boys should both have the chance to fulfill their human potential; females without fear of being unsexed by ambition or success, males without worries about being called "sissy" for showing emotion or sensitivity or about entering "feminine" professions like nursing or librarianship.

It has been found that the popular american belief that males in the society are not supposed to show any type of emotional expression or feeling about themselves or others is continually reinforced throughout these books. The detrimental effects of the stereotyping of males in this way creates an artificial barrier between males and females leading ultimately to the mistaken belief that because males show no emotion they have none. Most often it is males themselves who most vehemently believe this. Limiting the personality in such a way can only serve to stifle growth and maturity rather than further it. In one story, Kees is witnessing the water rising:

> *He felt like screaming right there and then...But just as he felt his tears welling up, he pulled himself together and bit his lower lip. He musn't allow himself to become fightened. Nobody must notice how he really felt.*[42]

Later in the story,

> *Kees noticed his eyes were pricking, but he refused to cry so easily. Why, a boy of 13 didn't cry so easily. He kept swallowing hard instead.*[43]

Finally, Kees crys:

> *It was too much for Kees. Jacob put his arm around him and tried to comfort him, but Kees went on sobbing-- no longer a big boy but an unhappy little child.*[44]

In "A Feminist Look at Children's Books," a group similar to the Task Force makes the following comment with which we agree:

> *Young women who have found it an uphill struggle to identify with the popular female image will recognize it as propaganda-and not simply as a natural reflection of life. Unfortunately, the girl and boy readers are not as yet so experienced. Books that outline a traditional background role for women, praising their domestic accomplishments,*

their timidity of soul, their gentle appearance and manners, and - at the same time - fail to portray initiative, enterprise, physical prowess, and genuine intellect deliver a powerful message to children of both sexes. Such books are a social poison. [45]

Readers and textbooks are a top priority as we strive to genuinely allow children of both sexes to fulfill their human potential. This Task Force raises a difficult but not unsolvable question: Why shackle children with the outdated stereotypes that make for so many frustrated, unhappy adults?

ADULT SEX ROLES

The adults who children see in their textbooks everyday are as sex stereotyped as the children who appear in these books. Adult males are portrayed in almost every conceivable occupation while adult females are seen working only at traditional female jobs and it is assumed that girls will follow these traditions (Appendix C). In the third grade handwriting text the section on America's workers pictures only males.[46] In the fourth grade handwriting text an exercise asks the question "What Shall I Be?" Women are shown as secretaries and stewardesses, while men are pilots and doctors.[47] The section on patriotism in the sixth grade handwriting text, again, pictures only men as do all the historical stories in this text.[48]

The English texts are a continuation of this trend. The tenth chapter in "The World of Language" for sixth graders deals with American heroes, all of which are male. In the teachers edition, Harriet Tubman is listed "to keep the girls from feeling cheated by an emphasis on male heroes."[49] Whether or not Harriet Tubman is presented, however, is left entirely to the teacher's discretion. Science books show a great lack of active participation by females. "Exploring Science" a fourth grade book, shows seventeen occupations for males while the sole female activity is hanging up clothes.[50] "Science, A Modern Approach" includes 39 men, most of them scientists and two women, one watching Ben Franklin and one housewife.[51] Social Studies is another area where girls read almost exclusively about men in texts that overwhelmingly ignore female contributions to society. In the 22 fifth and sixth grade social studies texts read, men were listed in

the index 1,508 times, while women were listed only 60 times. Occasionally, adult women in math texts do have jobs but no mention is made of their earning money, saving, investing or making large purchases. All of these activities are frequently discussed with males as subjects.

Over all other traditional female jobs, the most highly valued role offered to girls is that of housewife and mother -- the two appearing to be inseparable. Single women are misfits to be pitied in the textbook world. In the reader "Wide Horizons", Aunt Bet with her home sewing could keep herself but that was all. She was twenty now and ought to be married but had fancied none of the ...boys around. People laughed at her and called her the Princess.[52] The message comes through very clearly; girls really ought to be married and become mothers. In health, handwriting, spelling, science and english books, women, when they appear, are overwhelmingly portrayed as mothers working at their domestic duties. In music books women are confined to this role in songs and illustrations. This is Music has a song for girls entitled "Whom Shall I Marry?" "Rich man, poor man, beggarman, thief, doctor, lawyer, merchant, chief."[53] The theme is a popular one and the message is that girls have to find husbands and that this is their first and most important job.

Though a girl may have a talent or interest, it is rarely developed for her own satisfaction but is viewed as bait for catching her husband. For example..."she had grown up on a farm, learning how to spin, weave, cook, sew and keep house. ..the kind of training that would be useful to the wife of a hard working, enterprising young man.[54] In "Vistas" a stanza from a poem by Robert P. Tristram Coffin, tells what american schoolmasters did for girls:

> "They taught the girls such manners
> As stiffened them for life,
> But made many a fine speller,
> Good mother and good wife." [55]

Yet even when a woman reaches that goal of marriage and motherhood, she still is not treated with respect or as a mature adult. The Task Force finds that mothers are second only to their daughters in dependency, passivity, incompetence, lack

of imaginativeness and ingenuity and neatness. Even young boys are often shown saving older sisters and even mothers from disaster. In a story from "Wide Horizon" the son is helping to save his family from a flood which his sister sleeps through. Kees, the young hero, thinks to himself, "Hadn't Mother and Trui gone through the same thing? And even if they were older, they were, after all only women. A big boy ought to be able to take at least as much as they could."[56] In "Open Highways" cousin Alma, a forty year old woman, is afraid to stay alone, so she has two young boys come and stay the night with her.[57] Situations like this repeated time and time again in texts can't help but give children the opinion that women are extremely dependent and incompetent creatures.

Mother isn't too good at handling unusual situations either. In one story mother's son has to sit up in a tree for hours until father comes home and rescues him with a ladder. Apparently for mother to go out to the garage and get a ladder would have been outside her rigidly defined domestic role. It takes a father who is good with gadgets to come up with that clever solution. Back to the flood story for one more example of mother's reactions in a crisis. "Kees was feeling much better now that there was a grown man in the house. Women were always so excitable and nervous. He saw that his mother was even more worried now that Houwelink had told her the latest news."[58]

Mother's activities consist of domestic duties, cooking, washing dishes, baking goodies (with her daughter or for her son) ironing, sewing and cleaning her always tidy house. An obsession with neatness is another characteristic of mothers. She almost always appears in a dress and quite often in high-heels and an apron. She constantly instills this passion for neatness and personal appearance in her daughters. In a story in "Friends Old and New" the family is expecting company. Mother says to her small daughter, "I know that you want it (your hair) to look pretty when our friends come to visit."[59] This small child then sits under a hair dryer, suffering discomfort and boredom for the sake of "pretty hair," while her brother isn't even called into the house to change his clothes! In "Think and Do, Fun with Our Friends" the boys are going to the

farm with grandfather. The girls want to go too but mother insists that the girls go with her. They are unhappy, but when they find out they are going shopping for dresses, all is well. "Diane and I want to go to the farm with the boys. But we like to go here too".[60] Apparently they do (in the textbooks anyway) because they are almost always pictured in pretty party dresses, good shoes and ribbons in their hair.

Adult women in the texts, unlike the men, are either job holders or mothers. Though the United States Office of Labor Statistics stated that in 1970 57% of all working women have children under 18, we very rarely see a working mother in textbooks. As a matter of fact, mother rarely leaves the house or yard. When she does manage to get away, there almost always seems to be some kind of minor disaster, thereby emphasizing the point that mothers belong in the home. In "More Friends Old and New" there is a story about a man who says his wife's work is easy so he stays home and she goes to the fields. He has so many problems that the closing line is "Never again did he offer to keep house."[61] The moral of the story--things are best the way they are now. Yet a mother's work is not only never done but it is never respected or looked on as very important. The textbook children never hush or allow their mother to concentrate. Does she ever concentrate on anything? Nor do the children ever bring her cups of tea while she relaxes with the paper the way they do for their father. Doesn't this imply that mother has no "real" work and therefore doesn't deserve a rest?

With the type of person mother is, it is no wonder that father is the exciting member of the family. He is the childrens only link with the outside world. Father does fun things with the children. Father solves problems and father makes decisions. Father knows something about everything!

Many of the Task Force members expressed concern about the manner in which marriage is portrayed in the textbooks. Since it seems to be an assumption that marriage is an inevitable step in one's life, why are all the marriages in these books so joyless. All demonstrations of affection are off limits, as are quarrels. The relationships between all people in the textbooks are lacking in

human warmth. Their non-emotionalism makes them shallow, unrealistic and uninteresting. A child learns little about interpersonal communication from these books.

Even though there is no closeness between husband and wife - one doesn't find homes without both a mother and a father. What effect does the non-existence of one parent families in texts have on the children who are presently living in such families? Approximately 15% of the children in our schools live with only one parent and the number is rising every year due to the high failure rate of marriages in this country. Children whose backgrounds are significantly different from those found in all of their textbooks may choose to condemn themselves or their families for being atypical or abnormal. We do not feel that such a perception is healthy, and positive steps should be taken to avoid it.

It is not only the portrayal of the family that suffers from a distortion of reality in these textbooks, for other real life situations are rarely seen on their pages either. People do not engage in artistic activities or become depressed; parents do not hire teenaged babysitters, adopt children or get sick, and children do not wear glasses, take music lessons or wonder about God. The textbook world might better portray varying life styles which would include children, both boys and girls, who occasionally get dirty, affectionate husbands and wives, working mother, and yes, even an occasion house-husband." In short, it is the belief of the Task Force that distortions of reality are not useful to young people as they develop and seek to attain a perspective of themselves and their world.

CONCLUSIONS AND RECOMMENDATIONS

It is the conclusion of the Task Force on Elementary School Textbooks that all of the texts reviewed are sexist and must be revised before going into a new printing. It is the recommendation of this Task Force that the Kalamazoo Public School System refuse to buy any new textbooks for any area of study, until they meet guidelines, as e.g. suggested and developed by the Instructional Media Department of the Kalamazoo Public Schools in their "Guidelines for a Non-Stereotyped Portrayal of Human Roles in Media Center Materials" (Appendix G). We would remind the Board that their original motion which created and charged this Committee also instructed "the administration to look into the matter of working with book publishers after such a study was made." The Board has the power and the responsibility as a consumer of these textbooks to demand changes in them. We recommend that you write to the publishers telling them what, specifically, is objectionable in their texts that you will not buy their products until such revisions are made.

According to an article in the December issue of Nations Schools, "Sexism in Textbooks," only a few years ago educational publishers were chuckling over charges of sexism. Now they no longer find it so funny and they view sexism as analogous to racism. The article goes on to say that some publishers, such as Scott Foresman and Houghton Mifflin are already marketing new reading programs which they claim cancel out feminist criticisms of their earlier publications. For example, Scott Foresman publishes a new second grade reader in which is included a story entitled, "Lucky For Me". For years the venturesome hero went from ocean voyages to amusement parks all by himself. Now, due to internal prompting by many of the company's female editors the hero is a heroine. Another example of Scott Foresman's new-style girls is Susie, the soap box derby queen. The illustrations accompanying this story show Susie, still wearing her helmet, and proudly displaying her trophy. However, we cannot help but wonder how

Susie's T-shirt remained so spotless and her skin so free from any scrapes and smudges throughout the race that put her at the top...Although such moves on the part of Scott Foresman to revise a few stories in a few texts may be considered by some a commendable solution to sexism charges, the Task Force feels that such token efforts fall short, far short, of eliminating sexism in the texts. We seriously question the new consciousness of Scott Foresman, particularly after reviewing Windows, Doorways, Bridges, a 1972 reader they are offering to schools. Out of a total number of 24 stories and poems in that reader, one poem and two stories feature girls as main characters, while the remaining stories and poems, 21 of them, are centered on male characters. This is not a significant improvement to be acceptable to the non-sexist consumer. No one, of course, expects publishers to conform to strict statistical probabilities in writing their texts, but the blatant bias which this study has shown to exist must be erased. If this is not done, then the Kalamazoo Public Schools must develop their own non-sexist reading program, calling upon the professional expertise already existant throughout the system.

Interested feminists, parents, teachers, PTAs, administrators and Boards of Education all over the country are starting to demand that publishers abolish sex role stereotypes and publish materials that will encourage both boys and girls to fulfill their full human potential. No one is predicting how long such changes will take. Indeed, it may take a few years. In the meantime, however, there are a great many things that the Board of Education can do immediately to help counterbalance the destructive forces of the materials currently being used by the school system.

The most crucial and fundamental step that the Board can take is to help make all its elementary school staff aware of sexism in the materials they are using. There are a great many articles written on the subject of sexism in textbooks --- a list of articles appears at the end of this report. The Task Force most highly recommends an excellent booklet published by Women on Words and Images entitled Dick and Jane as Victims: Sex Stereotyping in Children's Readers.

This booklet is an easily read eye-opener and it offers a comprehensive system for identifying sexism, which can be applied to texts of all subjects. This Task Force report itself can be used for this purpose and we recommend that it be distributed to all elementary school staff.

Once a teacher realizes the harmful effects of daily exposure to sexist materials there is really no limit to what he or she can do with the materials currently available. The aware teacher will recognize the sexist nature of the suggestion in the Teacher's Manual (World of Language, Follett Educational Corporation, 1970, p. 29) that"...you might suggest some objects with moving parts for the children to act out. Boys especially might welcome the opportunity to portray a jukebox or a can opener." Such a teacher, will, of course, see no reason why girls wouldn't like to or can't portray a jukebox or a can opener too. As children are reading their texts and seeing mothers who do nothing but housework, an aware teacher can suggest to the children that while mothers do work in the house, many mothers work outside the home as well. A profitable class discussion can be held about all the jobs in which working mothers are engaged. Children could also talk about hobbies that their mothers pursue, something never seen in these textbooks, or even the volunteer work their mothers do upon which our communit is so dependent.

Once the process of being aware of the sexist nature of their materials and the harmful effects such materials have on their students has begun, the teachers themselves will find many ways of overcoming and/or supplementing these materials. A group of teachers, educational researchers, and graduate students met in Ann Arbor recently to invent ways to "Liberate" any classroom. Here are some of our and their suggestions.

Everyone likes to eat. Let's teach everyone to cook.

Encourage girls to use manipulative materials like electric sockets and cords, screwdrivers and hammers. Make sewing machines and typewriters available to boys as well as girls.

Look for books with strong heroines and for superior biographies of women. Collect newspaper stories about women. Display pictures of working women.

Teach boys and girls inter-sex sports, like volleyball early.

Eliminate "girls' corners" and boys' corners.

Invite mothers and women friends with special skills to visit your class.

Teach girls as well as boys to help with audio-visual equipment, and boys as well as girls to clean up after messy projects. Choose boys and girls as library aides.

Write your own math problems. "Ann's mother needed six feet of lumber to make a bookshelf..." "Bill and John were cooking spaghetti for four friends. They bought..."

Encourage children to make their own studies of sex stereotypes on television, in magazines, and in books.

Learn about the history of women in America. If you are a woman, be aware that you are an important role model for your class. If you have a family, talk about it. If your husband shares the housework, mention it. If you experience discrimination, discuss it. If you are good at carpentry or baseball or car repair, demonstrate it!

Have a "Woman of the Month" bulletin board.

Encourage your students to write their own non-sexist materials as a class project.

The Task Force recommends that the elementary school staff immediately adopt these and other methods that they themselves might develop as a means of combating current sexist materials.

Up to this point the recommendations made by the Task Force are things that can be done immediately with little or no cost to the school system. If these recommendations are carried out in a conscientious program, a good deal can be done to offset the currently available sexist printed materials.

We now recommend some steps that should be taken as soon as possible which would involve certain expenditures in staff time and money. As we have previously indicated, it may take a few years before publishers are printing books that are acceptable in terms of the guidelines proposed in Appendix G. Therefore, the Task Force recommends that as soon as possible the Administration design and

produce adequate materials to be used as supplementals to the present materials and distribute them throughout the elementary school system. We should like to remind you that not only staff but the children themselves can design such materials.

The Task Force recommends that as soon as possible inservice training programs be conducted for all elementary staff for the purpose of increasing their awareness of the issue of sexism and its detrimental, dehumanizing effects on children.

The sincere hope of this Task Force is that the harmful sex stereotypes and discrimination seen in the materials used in the Kalamazoo Public Schools be eradicated. Parents, teachers, and concerned individuals can write to publishers demanding that textbooks be revised, and we urge them to do so. But only the Board of Education can refuse to buy this material and provide adequate alternatives. The Task Force on Elementary School Textbooks asks you to do so.

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APPENDIX A

Textbook Evaluation Cover Sheet

In evaluating the material, the primary concern is for a positive and honest portrayal of girls and women. As you can see, the evaluation sheet is primarily designed for reading texts and may be awkward when used for other subject texts. If so, use your own judgement and make whatever changes you think necessary, keeping in mind that our major points of concern are covered in the evaluation sheet.

As you investigate the material, consider the following questions:

____ Are girls and boys participating equally in physical and intellectual activities?

____ Do girls have a variety of choices and aspire to a variety of goals?

____ Do the male characters respect the female characters and respond to them as equals?

____ Are girls developing independent lives, independently meeting challenges and finding their own solutions?

____ Are mothers employed outside the home? In what capacity?

____ Are mothers only one-dimensional characters--namely, only mothers doing household chores?

____ Are there any one-parent families?

____ Are fathers and children of both sexes involved in domestic chores?

____ Are fathers shown in any other than the stereotyped role of man going to work and doing male-type chores on the weekend?

____ Does the home look "lived in" by real people or "ready for company?"

____ Are girls portrayed as adventurous and agressive as well as sensitive, and are the boys gentle as well as strong?

APPENDIX B

TEXTBOOK EVALUATION SHEET RATED: _____ _____ _____ _____
Excellent Good Acceptable Unacceptable

K through 6

By _____

Subject _____ Trade _____

Book Title _____ Series _____

Published by _____ Date _____

Number of stories _____ Number of biographies _____
Males main character _____ of males _____
Females main character _____ of females _____

Sample types of activities - Boys _____

_____

Sample types of activities - Girls _____

_____

How are adults portrayed?
Men _____

_____

Women _____

_____

Give page number and brief description of illustration to be copied:

Give page and quotations to be copied:

How many stories are unacceptable? _____ List and give reasons.

Comments: (use other side if needed)

APPENDIX C

OCCUPATIONS OF ADULTS READING TEXTS

This list is only one example of how completely we channel the aspirations of our female children. It is not difficult to understand why, after this socialization process, only the most enterprising of young women dare to challenge the established patterns of male-dominated activities.

OCCUPATIONS OF WOMEN

factory worker
librarian
dancer
seamstress
maid
lab technician
cafeteria worker
teacher
movie actress
ticket seller
nurse
store clerk
weather girl
telephone operator
housewife
secretary
scientist
singer
anthropologist
girl scout leader

OCCUPATIONS OF MEN

train engineer
astrologist
farmer
doctor
author
band conductor
judge
school principal
skin diver
tailor
newscaster
mechanic
violin player
carpenter
taxi driver
contractor
fair manager
lumberjack
miner
fisherman
engineer
businessman
mineralogist
professor
forest ranger
fireman
auto worker
butcher
electrician
t.v. camera operator
blacksmith
weatherman
chef
museum guard
anthropologist
explorer
factory worker
cowboy
sailor
policeman
athlete
moviemaker
barber
rancher
station attendent
computer operator
astronaut
gardener
pilot
teacher
skier
sky diver
priest
oil driller
soldier
baker
glassblower
detective
salesman
captain
mountain climber
silversmith
truck driver
oceanographer
opthamologist
painter
mailman
health inspector
physicist
president
dentist
train conductor
inventor
politician
news reporter
orator
shoemaker
astronomer
meteorologist
garbage man
merchant
banker
metal worker
coach
jockey
matador
pirate
artist
industrialist
zoo keeper
hunter
lawyer
spy
telephone man
surveyor
veterinarian
mover
chemist
draftsman
bricklayer
bus driver
counselor

APPENDIX D

REPRESENTATIVE ACTIVITIES OF CHILDREN
READING TEXTS

ACTIVITIES OF BOYS

rake leaves
plant garden
give magic show
ride in wagons
fix things
build play house
hide girl's toys
read books
get haircut
get cat out of tree for girl
direct traffic
make toys for girls
play on trapeze bar
shovel snow
go to store for mother
cook (in emergency)
build train track
make car into wheel barrow
make wheel barrow into sled
wash car
go camping
find fox
wipe dishes
take care of pet goat
climb trees
fly in helicopter
use telescope
row boat
shine shoes

shoot gun
write secret messages
live on houseboat
get ball down from tree for sister
help father pour cement
go to farm
play football
hike in woods

dig in dirt
ride in raft
rescue hat for girl
find sister when she is lost
play rough with dog
cook over open fire
paint
help girls out of trouble
fly toy planes
invent things
spray paint and build birdhouse

play fireman
go fishing
sell bike
stay alone with friend
rescue sister from closet
collect wild pets
tame wild horse
catch escaped goats
make telephone
watch parade and fireworks
dog sit
fish with harpoon
fill pool for sister
save family from flood
do headstands
play basketball
discipline sister
skate
put on puppet show for girls
ride bikes
ride horses
build beach chair
catch pet rabbit for girls
help with farm chores
fix toys for girls
play with trucks
squirt hose
make snowmen
play outdoors at night with flashlight
garden for neighbor
make and fly kites
build car
ride bike to park for picnic
swim
find bird for girl
build ship model
go to baseball game with friend
make flashlight
make animal cages
climb mountain
build go-cart
play violin
play cowboy
ski
find bear for sister & mother
ride in motorboat
clean garage
watch workmen

APPENDIX E

REPRESENTATIVE ACTIVITIES OF CHILDREN READING TEXTS

ACTIVITIES OF GIRLS

model hats, coats, and dresses
walk with book on head
help mother with dishes
help mother cook
help mother clean
iron
dress up in mother's clothes
watch brother cook (in emergency)
get up on wall and can't get down
lose groceries through hole in bag
help brother in tug-of-war with dog
forget to take picture home
let pet bird out of house
save dog from drowning
get pretty clothes splashed with mud
play in house built for boys
look for toys hidden by boys
stay home while boys go to farm
talk on phone
sew
shop for clothes
skip rope
play with kittens
lose shoes
vacuum
jump rope
play in snow
lock self in closet
have tea party
worry about clothes
lose hat
watch boy's puppet show
get lost
march incorrectly
let pet rabbit get away
get dressed
get ball stuck in tree
play indoor hide & seek
have "pet" vacuum cleaner
forget book
ride horses
play with walkie-talkie
go to camp
play "statue"
sweep
play with dolls
get hair done in curlers
go to store for mother
make flower lei
sing
lose teddy bear
ride bike (in dress)
forget lunch money
dress up in grandma's clothes
cut flowers
read books

APPENDIX F

Fifth Grade Class Evaluation of Second Grade Text

After a discussion about sex discrimination in reading texts with the 1971-72 fifth grade class at West Main School taught by Ms. Gregory, some of the members of the class decided that they would like to do a project on this topic. They read a second grade reading text, Friends Old and New, published by Scott Foresman to determine whether or not it was sexist. An evaluation form was designed for their use* and their findings are reported here.

Out of the 40 stories that they read, 30 of them had boys as main characters while only 10 were based on female characters. These 5th graders also found that the activities of boys and girls were very different in the textbook. The boys are often busily engaged in active games such as baseball or football. They fly kites, visit friends or go to the park, build things and play with such varied toys as trains, cars, boats, airplanes, sleds, tools and drums. The girls, however, play with dolls, teddy bears, play stoves and dishes. They sit under hair dryers, have tea parties or do housework. When asked about exciting and interesting things boys do, the 5th graders found that boys play with dogs, ride bikes or go fishing while girls, once again, clean house or play with dolls. One of the girl students said, "Girls do nothing really, unless you call cooking and stuff like that exciting."

Asked whether or not the adults in the book look or act like their parents, teachers or other adults they knew, the 5th graders answered six to two that they did not, saying that the adults they know don't look like the pictures in the book, aren't as nice, and don't act as "goofy." Finally, when asked if sex discrimination touched them, one girl said, "Yes. When I want to play a sport they won't let me because I'm just a girl."

This exercise by these 5th graders resulted in two notable conclusions: (1) children do notice the distortions of reality presented in the textbooks, and (2) their basic findings were the same as ours.

* See last page of Appendix F

The Task Force would like to take this opportunity to thank Ms. Gregory and the following students for their participation in the work of this Task Force and their help in making this report more directly meaningful.

Donna Ames
Gregg Blohn
Andrea Clason
David Collins
Roger Meint
Nate Stegall
Jacquie Stiltner
Brad Webber

APPENDIX F (continued)

Book Evaluation Sheet

How many stories with boys as main characters? 31

How many stories with girls as main characters? 9

What are some of the activities of the boys? Help other people do things and play with toys

What are some of the activities of the girls? housework

What types of things do boys play with? (Boys' toys) baseball, footballs, trains

What types of things do girls play with? (Girls' toys) doll, ball, bears

What do the boys seem to think about girls? nothing

What do the girls seem to think about boys? nothing

Some examples of exciting and interesting things boys do: helping and leading other people

Some examples of exciting and interesting things girls do: work, playing with dolls

Do the adults in the book look and act like your parents and teachers and other adults you know? Yes ___ No X

How are they different? they're too goofy

How are they alike? no way

Can you give any examples of sex discrimination that you have seen or ways that sexism has touched you? boys leading girls and having fast answers and ideas

---

Friends Old and New, Grade 2, Scott Foresman, New Basic Readers Series.

APPENDIX G

Kalamazoo Public Schools
Instructional Media Department

Guidelines for a Positive, Non-Stereotyped
Portrayal of Human Roles in Media Center Materials

1. Are both parents and children of each sex involved in household tasks?

2. Are fathers shown in roles other than going to work or doing male-type chores? Are there family concerns, community concerns, personal growth concerns?

3. Are mothers shown in roles other than housework or child rearing? Are there family concerns, community concerns, personal growth concerns?

4. Does the home look lived in by real, human people or is it ready for company, a sterile home?

5. Are there accurate portrayals of one-parent families?

6. Are there accurate portrayals of multiple parent (divorce-remarriage) families?

7. Do the male characters respect the female characters and respond to them as equals?

8. Are mothers employed outside the home? In a stereotyping or a creative job?

9. Are boys and girls portrayed with a range of human responses - girls adventurous and aggressive as well as sensitive, boys gentle as well as strong?

10. Are boys and girls participating equally in physical and intellectual activities?

11. Are girls developing independent lives, independently meeting challenges and finding their own solutions?

12. Do girls have a variety of choices and aspire to a variety of goals?

Adapted from
Little Miss Muffett Fights Back N. Y. Feminists on Children's Media. 1971
Citizens Study - Sex Discrimination in the Kalamazoo Public Schools 1972

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SUMMARY OF THE REPORT OF THE TASK FORCE ON ELEMENTARY SCHOOL TEXTBOOKS

February 12, 1973

The Task Force on Elementary School Textbooks has completed its study of the texts, supplements and sets of study prints approved for use in the 1971-72 school year by the Kalamazoo Public Schools. Our findings show that textbooks of all content areas consistently separate people into two rigidly defined molds which provide unfair and distorted stereotyped role models for both boys and girls. In textbooks the only acceptable role offered to girls is one of passivity, dependence, incompetence, emotionalism and above all domesticity. The textbook male is creative, resourceful, assertive, brave and clever. Though he is more multi-demensional than his female counterpart, he is provided with an almost impossible to achieve superboy/superman role model.

One of the most obvious findings of the Task Force is the great discrepancy between the number of females to males present in both illustration and content material, with males outnumbering females more than 3 to 1. There is a great lack of active participation by females in all texts. Though an adult female in a math text may have a job outside the home, no mention is made of her earning money, saving money, investing or making large purchases. These activities are frequently discussed with male subjects. Statistically, textbook boys earn money 2 to 1 over girls in the math texts and save money 5 to 1 over girls. In science texts girls are seen as timid observers while the boys actively execute the experiments and projects. In the 22 fifth and sixth grade social studies texts read men were listed in the index 1,508 times while women were listed 60 times. Handwriting texts present drills which show America's workers as all males and drills seldom mention girls names. There are even two-thirds more males than females in spelling books. Can children help but get the impression that boys are more important, more intelligent, have broader career opportunities and considerably more fun?

From the simple text of the beginning readers to the sixth grade math and science texts, the activities of textbook boys and girls exemplify their personality

traits. The girls, being passive and indecisive individuals, are seen standing or sitting still, watching the boys build things or play games. Their fun is centered on their future families. They help keep house, give tea parties or play with their dolls. They often get themselves into situations where they are in need of help and it is always a boy who comes to the rescue. The textbook boys, being vigorous and inventive individuals, are seen playing with kites or chemistry sets. Boys are often shown having part-time jobs or going camping, fishing or exploring on their own.

The adults who children see in their textbooks are as sex stereotyped as the children. Men are both fathers and job holders, seen in almost every conceivable occupation. Women are seen either in the house or in jobs traditionally viewed acceptable for women--teacher, nurse or librarian. Despite the fact that 58% of working women have children under 18 years of age, we rarely see a working mother. Marriage and motherhood are goals of the textbook female, yet even when she reaches those goals, she still possesses the textbook female personality traits of passivity and incompetence. The textbook mother stays indoors, where she is always wearing a dress and usually an apron and high heels. Her activities consist of domestic duties; washing dishes, cooking, sewing and cleaning her always tidy house. There are no challenges in her life, no humor, warmth or flexibility. She is never seen reading a book, moving furniture, playing ball, voting, going to school or balancing a checkbook. Father is the exciting member of the family. He does the fun things with the children, solves problems, makes decisions and seems to know something about everything.

Textbooks are not mirrors of reality. They abound in distortions. They do not deal with real life issues or situations that confront young lives daily. On their pages children don't wear glasses or braces and they don't take music lessons or wonder about God. There is no human warmth in the textbook child's relationships with family or friends. The non-emotionalism in all textbook relationships makes them shallow, unrealistic and uninteresting. The portrayal of

adults is also greatly distorted in texts. Marriage, though it appears as an inevitable step in every adult's life, seems quite joyless in the textbooks. All demonstrations of affection are off limits, as are quarrels. Parents never get sick, engage in artistic activities, adopt children or hire a teenage babysitter. Even though one finds no closeness between husbands and wives, single parent families do not exist in textbooks. The Task Force is deeply concerned about the effects the non-existence of one parent families in textbooks has on the approximately 15% of the children in our schools living with only one parent.

Distortions of reality and rigid sex role stereotypes are very harmful and when they are presented to children at their most vulnerable and malleable stages of development. These textbooks do not encourage a girl to develop to her maximum potential. On the contrary, they often imply to do so is unfeminine. Such a restricted portrayal of womanhood causes girls to lower their aspirations and selfesteem. In effect, such texts program girls not to achieve. The textbooks have a powerful message for boys as well. The passive and dependent portrayal of the textbook female coupled with the almost "superbeing" portrayal of the male, strongly implies that boys must prove themselves by being strong and brave. Textbooks continually reinforce the belief that boys shouldn't show any type of emotions. Stereotyping of males in this way creates an artificial barrier between males and females leading ultimately to the mistaken belief that, because males show no emotions, they have none. Limiting a boys personality in such a way can only serve to stifle growth and maturity.

It is the conclusion of this Task Force that all of the texts reviewed are sexist and must be revised before going into new printing. It is our recommendation that the Kalamazoo Publi. Schools System refuse to buy any new textbooks for any area of study, until they meet guidelines, as for example, suggested and developed by the Instructional Media Department of the Kalamazoo Public Schools. In the meantime, however, there are a great many things that the Board of Education

can do immediately and the Task Force makes the following recommendations:

Encourage girls to use manipulative materials like electric sockets and cords, screwdrivers and hammers. Make sewing machines and typewriters available to boys as well as girls.

Everyone has to eat. Let's teach everyone to cook.

Look for books with strong heroines and for superior biographies of women. Collect newspaper stories about women. Display pictures of working women.

Teach boys and girls inter-sex sports, like volleyball early.

Invite mothers and women friends with special skills to visit your class.

Teach girls as well as boys to help with audio visual equipment, and boys as well as girls to clean up after messy projects. Choose boys and girls as library aides.

Write your own math problems. "Ann's mother needed six feet of lumber to make a bookshelf..." "Bill and John were cooking spaghetti for four friends. They bought..."

Encourage children to make their own studies of sex stereotypes on television, in magazines and in books.

Learn about the history of women in America. If you are a woman, be aware that you are an important role model for your class. If you have a family, talk about it. If your husband shares the housework, mention it. If you experience discrimination, discuss it. If you are good at carpentry or baseball or car repair, demonstrate it.

Have a "Woman of the Month" bulletin board.

Encourage your students to write their own non-sexist materials as a class project.

These recommendations can be carried out immediately with little or no cost to the school system. The Task Force recommends that the following steps which involve certain expenditures in staff time and money be taken as soon as possible. It may take a few years before publishers are printing acceptable, non-sexist material. Therefore, we recommend that the Administration design and produce adequate materials to be used as supplements to the present materials and distribute them throughout the elementary school system. We should like to remind you that not only staff but the children themselves can design such materials.

In addition, inservice training programs should be conducted for all elementary staff for the purpose of increasing their awareness of the issue of sexism and

its detrimental, dehumanizing effects on children.

It is the sincere wish of this Task Force that immediate attention be given to the implementation of these recommendations.